

# Teacher Education – Meaning And Historical Importance

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**Abstract-** *Teacher education is the most important education process and important part of whole education system. Teachers are the basis of entire educational environment, as without them no one can teach the fundamental of education. Every child needs a teacher, as the mother is first teacher of every child, further he/she needs a professional teacher who can teach him/her about the holistic view of every prospect of life including the concerned subjects of his interest. For these kinds of professional teachers, teacher education is also necessary, by which teacher can get professional training to teach. This system is not new concept of new technical era, it is continues process started from ancient period. There are many effects on it time to time. We can understand it by analysing some important periods like Vedic period, Buddhist period, Muslim period, British period and Post-Independence period.*

**Keywords-** Teacher, Professional, Vedic, Muslim Period, Committee

## I. INTRODUCTION

गुरुर्ब्रह्मा गुरुर्विष्णुर्गुरुर्देवो महेश्वरः।

गुरुस्साक्षात्परं ब्रह्म तस्मै श्रीगुरवे नमः॥

In the above well-versed verses, describing the glory of the Teacher, a sense of gratitude has been presented to Teacher, the representative of the Supreme Father Brahma, responsible for the origin, condition and destruction of the student, society and nation. The basic feeling here is that education ensures the physical, mental, intellectual, character, etc. development of a person, along with that individual development, also improves and develops society and nation.

The more educational progress in a nation, the greater the growth and development of that nation, because education itself plays an important role in the multifaceted development of the nation. That is why every country, by providing education to its citizens, tries to make them qualified and capable guardians of the nation, because education itself is

fully capable of producing qualified and good citizens. It is only through this that the glory and progress of the nation comes. Therefore and educational development is definitely compliant. The basis of educational development is the teacher community, because educational development is definitely effective only when teachers are constantly trying for that development. The teacher is the craftsman who, with his craft ability in the school-like craft-lab, is fully capable of making humans that worthy citizen, the future and development of the entire country is hidden in his hands. Therefore, it would not be an exaggeration to say that if the country is a body, the teacher is the soul of that body. According to this sentence, the teacher can be able to build the student, society and nation in the same way as he wishes. Just as a gardener is able to transform plants into a healthy and developed tree with his skills in his garden, similarly a qualified teacher makes a complete development of the student with his ability and skills, so that the development of the nation as well. In order to fulfil important responsibilities like nation building, teachers should be qualified, students friendly, ideal and supportive of the nation, because only through this can the overall development of the nation be done well. Excellent qualification of teachers is essential for the development of good educational programs in the country. Continuous enhancement in the qualification of teachers over time is also imperative. For which training of professional qualifications, proficiency in educational arts etc. can be given from time to time. Because no person is born with all the educational qualities and knowledge. For this reason, vocational education and teacher education are inevitably needed to increase efficiency in teaching arts. Therefore, teacher education has been made in the ancillary programs to be sponsored for educational development since ancient times.

## II. MEANING OF TEACHER EDUCATION

Education for Teachers According to this etymology, education for teachers is called teacher education. But here the question arises that teachers themselves teach because they are self-educated, so what can they be taught again? So the solution should be understood in such a way that not only in

learning but also in the transition of knowledge, teachers are re-taught in order to become full of the teaching skills that they can become proficient. The same is called teacher education.

shlishta kriya kasyachidaatmasansta,  
sankraantiranyasy visheshayukta.  
yasyobhayan saadhu sa shikshakaanaan,  
dhuri pratishthaapayitavy ev..

(maalavikaagnimitram)

According to this pledge of Kalidasa, the best teacher is the one who is skilled in the knowledge of the subject as well as in the transition of knowledge. Therefore, the specific vocational education is imparted to teachers for acquiring skills in the transition of knowledge, for acquiring teaching skills, for knowledge of appropriate behaviour in school and classroom, for achieving tact skills with officers and for the overall development of the student, It is the same teacher education. Today, this teacher education is popularly known as teacher training. According to the dictionary of education, teacher education is a type of program conducted by a professional education provider from experience and activities.

“Teacher Education is the program of activities and experiences developed by an institution responsible for the preparation and growth of persons in the work of the educational profession.” (Dictionary of Education)

#### **(Origin and development of Teacher Education) –**

Presently this popular teaching program called teacher education has developed in chronology in India in ancient times. The emergence and development of teacher education according to different periods can be understood as follows.

#### **Trend of teacher training in Vedic period (Year 2500 BCE to 500 BCE)**

In the ancient Indian Vedic period, the Brahmin varna often had the right to teach in education. Individuals of other varnas had little entry into teaching. Mostly Brahmins and some Kshatriyas were also attached as teachers. Somewhere in the tradition of this teaching, there was a hereditary method, while elsewhere the method derived from the disciple tradition was followed. The method derived from the disciple tradition refers to the method in which the teacher had some of the best meritorious disciples, who imparted education to other junior disciples of the teacher in the

absence of the teacher. In this way, a brilliant student started to conduct the whole teaching tradition, then he was called a teacher derived from the discipleship method. This method is prevalent nowadays as the Classroom Monitor System. Classroom monitor method refers to the method in which a brilliant student was selected by the teacher as a class monitor. The class monitor used to teach other students when the teacher went out travelling or was unwell or was busy in some other work. After some time, the teacher, after seeing the efficiency of that brilliant student, was satisfied and gave that student other practical responsibilities of operating the ashram. In the same way, other new junior students coming to the ashram were also appointed by the teacher for teaching general subjects and understanding the general rules of the ashram. Thus in time, those brilliant students also became teachers. Thus, this classroom monitor system was recognized as a teacher training method in ancient times.

Thus in the ancient Vedic period, teacher training programs were prevalent through classroom monitor system and disciple system, but there was no formal teaching system for such programs.

#### **Teacher education system in Buddhist period - (Year 500 BC to 1200 AD) –**

In the education process of the Buddhist period, the teacher training system also followed the discipleship system at some places and followed the hereditary method at some other places. The importance of teacher education of this Buddhist period is itself well known. In this period, that ancient concept had died out in which the monopoly of teaching was given to the Brahmins. During this period, a person who was talented and skilled in teaching could have been taught.

Therefore, formal arrangements were made to teach teaching skills in this period. The training of teachers was introduced. But in the Buddhist era society, the system of study and teaching was only in the monasteries, chaityas and viharas, so the Buddhist monks there used to engage in this teaching work. And these were the teachers. Therefore, their training was arranged there. Because later these Buddhist monks would do the work of propagating Buddhism - this formal training system started with this type of ideology, so that those Buddhist monks had the skills of attracting people, skills of teaching, skill of monastic operation. At that time he was trained under the supervision of two senior Buddhist monks, who imparted a doctrinal teaching of morality and righteousness to any qualified meritorious student to make them a qualified teacher. The student learned that education well and imbibed it in his life and conduct. The student

continued to receive training until the inspectors were satisfied with his behaviour and knowledge. The satisfaction of those inspectors was the proof of the passing of that student. There was also a system of certificate for passing. In this period too, classroom monitor system was also in use for teacher education.

**Teacher education system in Muslim Period-  
(From the year 1200 AD to the year 1700 AD) –**

No specific effort was made for the development of education during the Muslim rule in India. Therefore, this period is known as the educational darkness period. Because almost all other Mughal and Muslim rulers did not express any special interest for the development of education in the country except the Mughal ruler Akbar. Because the propagation of Islam and conversion of Hindus to Muslim religion was their main objective. Therefore, no formal training system was made for teacher education during the Mughal period. At that time education was a public function. Then the practice of madrasas started as an educational institution. In these madrasas, only the religious leaders of Islam, named Maulvi, provided education. Only an educated person and an Islamist could become a Maulvi. After doing intensive studies in specialized education, various degrees were awarded, such as the degree of Fazil for mastering logic philosophy, Alim for mastering Islam theology, Kamil for mastering literature, etc. But there was no formal training system for the training of teachers called maulvi.

***Initial effort for Teacher training –***

Waterways were discovered to come to India in 1498 AD, by which foreigners started coming to India to do business and started doing business. In this way, the school system was introduced in India for the education of the children of traders who came to do business. And training system was started for the teachers who wanted to teach in those schools. The primary credit for the introduction of this type of teacher training system goes to the missionaries of the Dane country, as they were the pioneers of the teacher training program. In 1716, the Normal School for teacher training was established by him in Tranquiver. Trained teachers from this training school were appointed to teach in primary schools. After this, in 1793 AD also another Normal School was established in Sitarampur. Thus influenced by the teacher training programs of these foreigners, training institutes were started by various education councils of Mumbai, Madras, and Calcutta for training of primary school teachers. These Indian training institutes and training institutes with normal schools established by foreigners followed the class monitor method of the Indian ancient Vedic period. Over the years, this

method became well-known and popular by other names with common changes and developments, such as - monitor method, school teacher system, pesthalanji method, Glasgow method etc. Therefore, the invaluable concept and contribution of teacher training all over the world belongs to India.

**Teacher education system in British India**

The teacher education system of the British period can be considered in two different periods.

1. From 1801 AD to 1882 AD,
2. From 1882 AD to 1947 AD.

In the first period from 1801 AD to 1882 AD, the responsibility of developing education in India was under the East India Company. It was announced by the East India Company in the year 1825 AD to give a monthly grant of Rs.500 to the Calcutta Vidyalaya Parishad for the promotion of the teacher training program. Kendriya Vidyalaya was established in 1826 AD for the training of teachers in consultation with Sir Tomas Munro. Similarly, training schools were established by East India Company in various provinces under the name of Normal School for teacher training. Normal school was established in 1852 AD in Agra in North West Province, 1856 AD in Meerut and in 1857 in Banaras.

In the Wood Declaration announced in 1841 AD, for teacher education, it was said that training schools should be established for the training of teachers and during the training period, the educational work should be made attractive by providing scholarships to students and proper salary to teachers. Stanley also made efforts to develop teacher education through a grant of aid. As a result of all this, 106 normal schools were established all over the country by 1882 AD, where 3886 students were trained. The annual expenditure for this was about 4 lakh rupees.

In this period, discipleship method was followed in training institutes. The duration of teacher education in Mumbai province was three years and every student was awarded a scholarship ranging from three rupees to five rupees. After receiving training from the Normal School, the students were sent to the District Training School. After getting full training from here, he was appointed as a teacher in primary schools.

Till 1882 AD, very little work was done by the government for the training of teachers of secondary schools. In this period only two training institutes were established in

the entire country, which provided training for teachers of secondary schools.

1. Government Normal School, Madras (1856 AD)
2. Lahore Training School (1877 AD)

In both these schools, undergraduate and graduate students were trained in the same class.

In the second period from 1882 AD to 1947 AD, the responsibility of developing education in India was under the British Parliament. The following recommendations for teacher education were made by the Hunter Education Commission set up by the British Parliament.

- To cater to the need of teachers in primary schools all over the country, training schools, called Normal Schools, should be established for the training of primary school teachers.
- Increase enthusiasm and interest in the inspectors in the school for the good functioning of the normal schools.
- More training schools and training colleges should be developed for the training of secondary level teachers.
- Diversified training courses should be arranged for undergraduates and graduates.

Such recommendations resulted in the establishment of 133 Normal Schools, 50 Training Schools and 6 Training Colleges (Madras, Lahore, Kursang, Jabalpur, Allahabad, Rajahmundry) across the country by the end of the 19th century. In 1904 AD, government education policy resulted in four different changes and developments – 1.) Increase in the number of training institutes, 2.) One year training course for graduates, 3.) 2 years separate training course for undergraduates, 4.) The imperative of a practice school with each educational institution.

Lord Curzon introduced the system of grant-in-aid to the provincial governments for the spread of education. The Calcutta University Commission of 1919 presented the following recommendations for teacher training and development in its level –

Increase in the number of trained teachers, Establishment of training department in every university, System of research in relation to training, Engagement of education subject at secondary, higher and graduate level etc.

Similarly, Hurtag Committee of 1929 also presented various recommendations for the development of teacher education. Thus, in pre-independent India, three types of

training institutions had developed in the form of normal schools, secondary training schools and training colleges for teacher education.

### (Teacher Education in India after Independence) –

In independent India, greater efforts were made for widespread teacher education. Numerical developments were made in teacher education to overcome the shortage of trained teachers. Teacher education institutions were more and more established. Like men, teacher education for women was greatly facilitated. Various commissions and policies have contributed invaluable in these various efforts. In this, University Education Commission, Education Commission of India, National Education Policy, Acharya Ramamurthy Committee etc. have been invaluable contribution.

In the year 1948-49 AD, the University Education Commission made amendments in the curriculum of training colleges for the development of teacher education. It advised that the syllabus should be flexible and fit the local needs. It recommended that student teachers should pay utmost attention in school practice and choose appropriate schools for practice. Experienced and trained teachers should be appointed in training schools and training colleges. And for the higher level like M.Ed., opportunity should be given only to teachers fully experienced in school teaching.

After this, the Government of India established the Secondary Education Commission in 1952 AD under the chairmanship of Dr. A. Lakshmanaswamy Mudaliar, Vice Chancellor of the University of Madras, who was presented various recommendations for the development of secondary education. For example, separate training institutes should be set up for training of teachers for undergraduates and graduates. In-service teachers who are undergoing training during the service period should also be given full pay during the training period. The trainees should also be given various types of extracurricular training. At the time of training, free training arrangements and scholarship should also be made for the trainees. Various recommendations were thus presented.

In this series, the Education Commission of India constituted in 1964-66, while praising teacher education, made various recommendations for the development of teacher education. According to the proposal of this Education Commission, the National Council for Teacher Education was established in 1973 by the Ministry of Education, Government of India. This council became a fully constitutional body in the year 1993 by the 73rd Constitutional Act of Parliament. According to the National Education Policy presented in the year 1986, recommendations were made to establish district

level education training institutions for primary schools, informal education, service training of teachers engaged in adult education programs. Through which, District Education Training Institutes (DIETs) have been established in each state so far. Although the purpose of establishing 450 district education training institutes was set for the entire country in the 8th Five Year Plan, till date only 363 DIETs have been run all over the country. Similarly, various types of recommendations for secondary education were also made in the National Education Policy.

In the year 1990, Acharya Ramamurthy Committee proposed various types of defects in teacher education and along with resolution of those defects, gave various recommendations for the advancement and development of teacher education. The Government of India also made meaningful efforts to promote teacher education through various five-year plans. During the period of the first three five-year plans, almost half of the teachers in the entire country were not trained. Therefore these schemes were recommended according to the requirement of teacher training. Teacher education was only ten percent of the total education. But from 1951 to 1957, the number of training schools doubled and by 1966 AD it increased threefold. Thus there was a continuous increase in training colleges too.

In the same sequence, the National Council for Educational Research Training (NCERT) was established in the year 1961. Similarly, various programs in the development of teacher education were also conducted by the National Council for Teacher Education (NCTE). Different types of educational programs were also implemented by these institutions for the development of Scheduled Castes, Scheduled Tribes and women.

### III. TEACHING TRAINING SYSTEM IN UNIVERSITIES

Universities and affiliated colleges offer two types of training programs and courses to meet the shortage and requirement of sufficient trained teachers for secondary schools and training colleges in different states.

1. B.Ed. and M.Ed. training
2. B.Ed. Training by Distance Education

#### *Various institutions currently working for teacher education in India -*

Today, various types of institutions are working for the management, development and up gradation of teacher

education in India. These institutions can be divided into various categories. Such as –

1. Pre Primary Training Institutes
2. Primary/Normal Training Schools
3. Secondary Training Schools for under-graduates
4. Training Colleges for Graduates
5. Regional Colleges of Education
6. State Institutes of Education
7. Correspondence Course Centres
8. Training centres for Specialists

The role of the National Council of Teacher Education is paramount as a regulator of various teacher education institutions. NCTE was established in 1973 by the Government of India. And by the 73rd Parliament Act of 1993, it got the status of a fully constitutional body. With four regional offices (Bhubaneswar, Bhopal, Jaipur and Bangalore) in all over India and the head office in New Delhi, this institution is working for the development of teacher education across India. The National Council for Teacher Education performs a variety of tasks. Such as –

1. Survey and study related to teacher education.
2. To advise the Central Government, State Government and University Grants Commission for the presentation of good plans and programs for improvement in the level of teacher education.
3. To undertake coordinated development of teacher education in the country.
4. To guide the tasks of determining minimum qualification for appointment of teachers in schools, recognized institutions, determination of specific syllabus, determination of selection process of students, determination of course duration and assessment method.
5. Establishment and approval of new institutions for development of teacher education program.

Thus, this institution is discharging a very important role for the development of teacher education in the field of education. Thus it is clear that the innovative trend in the field of education is becoming visible through teacher education, which is increasing the number and efficiency of continuously trained teachers, which is more effective, timely and easily accepted than the ancient experiments of ancient education system.

### IV. CONCLUSION

It is clear from the knowledge of such a long tradition of teacher training in India that education has always been given priority in India. Regardless of the predominance of any

political power in India, education has been continuously being pursued for the economic progress of India. Due to the constant need of teachers in this pattern, teacher training programs are going on continuously. Today many universities in India are arranging for teacher training, which is absolutely necessary for the overall development and growth of India.

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